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JOURNAL OF EDUCATION

SEPTEMBER 4, 1933

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A psychiatrist paints ten guideposts

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A Reply to *"Current English Usage"*

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Is English diction growing up to weeds?

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Table of Contents

SEPTEMBER 4, 1933.

TEACHING THE HANDICAPPED CHILD 333
By Frederick L. Patry

LEISURE PRESENTS A CHALLENGE 335
By James Edward Rogers

A REPLY TO "CURRENT ENGLISH USAGE" 337
By Francis K. Ball

EDUCATION'S NEED OF RESEARCH 339
By Daniel P. Eginton

AN ENRICHED PROGRAM FOR READERS OF THE JOURNAL OF EDUCATION 341

EDITORIALS:—
- Just Hard Enough 344
- Chicago's Retrogression 344
- One Neglected Study 344

PERSONALITIES 345

NEWS OF THE SCHOOL WORLD 346
- Defeatism Notably Absent From the Chicago Convention 346
- Emergency Committee Sees "New Deal" for Education 347
- Junior Colleges Forging Ahead 347
- Zook Takes Education Helm 348
- Asks More Attention to Student Health 348
- Maze In Front of College Doors 349
- Voluntary Code for Boards of Education 349

BOOK TABLE 352

GRINS BETWEEN GRINDS 354

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Our Editors Say...

Summer was not long enough to do all we hoped for. Yet here's our first fall number, a foretaste of what we believe will be a yearful of interesting surprises.

• •

Be sure to read the announcement of editorial plans on Page 341.

• •

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

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Volume CXVI Boston, September 4, 1933 Number 13

Teaching the Handicapped Child

By FREDERICK L. PATRY, M. D.

Neuropsychiatrist, New York State Department of Education

Shall the handicapped child become a liability or an asset to society? Ten guideposts to the right answer.

BEFORE outlining some guide-posts in the handling of handicapped children from the psychiatric standpoint, let us briefly consider the factors which modify the effect of handicaps on child behavior. First in time, and oftentimes in importance, is the *stuff* out of which the individual is made. Education; if it is to be progressive, must give more time and study to this factor in shaping curricula and methodology and in evaluating results. Old Dr. Parry of Bath said a century ago: "It is much more important to know what sort of a patient has a disease, than what sort of disease a patient has." In like manner, the school should place greater emphasis on trying to know pupils better than on the organization of subject matter and content for various age and scholastic levels. This *original stuff* or hereditary endowment, then, is of prime importance. It concerns itself with one's abilities and disabilities or instability of organization of constitutional endowment in various panels—physical, intellectual, instinctive, emotional—and also that frequently underestimated or unrecognized internal push to activity, pep and grit. Second, we must recognize the type and quality of *experiences* which have moulded the original stuff. Of paramount importance are the effects of home, school, church and community influences. Third, we have to consider the type of *habit training,* and *organization* of experience the individual has woven into the warp and woof of his patterns of actions, reactions, and interests. Fourth, is the *nature of the physical or mental defect or handicap.* Is it congenital or acquired, and if so, at what age? Static or progressive, more or less sweeping or leading, or is it largely incidental? Fifth, is the matter of *situational factors,* amount of stress and strain, available outlets for interests and energy; opportunities; internal as well as external conflicts or disharmony.

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The adjustment of the congenitally handicapped is usually not so difficult as is the case of the child who acquires a disability after he has known the joy and freedom of unrestricted activities. If improperly understood and mismanaged there may develop such undesirable personality traits as rebelliousness, often seen in the mild chronic cardiac because of restraint placed upon his activities; or persistent desire to be the centre of attention because of parental or teacher over-protection, over-anxiousness, over-solicitude, or pampering. These later adult tendencies must be continually guarded against if we are to assist the child in emancipating himself from parental domination, and thus promote maturity in social adjustments. Other undesirable personality traits prone to be encountered in the handicapped child are seclusive or withdrawing behavior, submissiveness and sensitiveness often arising from excessive projection of fantasy life in the foreground of mentation, or because of failure to obtain satisfaction and success in concrete performance because of too wide a discrepancy between ambition and capacity. On the contrary, we frequently encounter the handicapped child displaying such traits as over-aggressiveness, boisterousness and disobedience because of imposed conditions and restrictions which do not respect the nature and degree of the child's disabilities, needs or interests. The foregoing types of personality reactions are related to intellectual defects and emotional imbalance as well as to physical disabilities.

We should be mindful of the fact that the mentally and physically handicapped have the same instinctive-emotional cravings for expression as their more fortunate brother or sister. Particularly at puberty are such difficulties likely to become more of a problem since he wants to do things and experience the same

effects as others. If adequate opportunities for outlets of self-expression and energy are not provided there may arise such reactions as (1) self-pity, morbid introspection, or the feeling that society owes him a living; (2) hypochondriacal complaints with concomitant loss of ambition; (3) submissiveness or rebelliousness, largely depending on the child's type of constitutional endowment.

Let us now summarily enumerate several guide-posts which may assist us in translating liabilities encountered in atypical children into assets:—

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1. Size up the individual's assets and liabilities and his ability to balance them. Tests of intelligence, educational achievement and aptitude may be of much value if we consider them in the light of the facts of the medical examination, emotional, volitional and temperamental equipment, constitutional and environmental factors. Before intelligent planning can be done, the above essential facts must be at hand and evaluated.

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2. The school program should be individualized and modified so that the child will experience a sense of achievement, satisfaction and security. Provide adequate outlets and opportunities for satisfying his emotional strivings and pent-up energy.

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3. Maintain a healthy emotional and ideational atmosphere for the handicapped child. We must sensitize ourselves to give these children as many lifts as possible in assisting their delicate powers of social adaptation. Remember children are not only sensitive to their handicap but are very suggestible to implied or direct behavior, overt or implicit, exhibited in others. Do not make gratuitous remarks about his handicap or discuss his symptoms in the child's presence. Implantation of unnecessary fears,

"The school should place greater emphasis on trying to know pupils better than on the organization of subject matter and content for various age and scholastic levels. . . .

"The school program should be individualized and modified so that the child will experience a sense of achievement, satisfaction and security."

anxieties and conflicts might thus be avoided.

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4. Treat the atypical child as you would a normal child, rather than baby him with over-concern and over-protection. Be objective in your relationships, but sympathetic and eager to fan sparks of personal interest into joy through developing good habits of work, study, play, relaxation, sleep, diet, and elimination.

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5. Prevent occasions giving rise to unhealthy comparisons with other individuals and groups since such a tendency often creates failure reactions. Even his own ideals on the basis of real or fancied relationships must be kept in close contact to what he can do comfortably and well and with a sense of satisfaction.

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6. Remember that our main job is the obligation of reintegration of each child's emotional and intellectual life into a successful and, if possible, marketable social adjustment. It is very important that wholesome patterns of social behavior be developed and desirable personality, character and citizenship traits be cultivated for each child's own age and social status.

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7. So guide his twenty-four hour schedule that work, play, social and relaxation outlets will give rise to the cultivation of feelings of security and personal adequacy. Proper elastic grouping and individualized work assignments will do much to further these ends.

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8. Reduce home conflict and strain to a minimum. Parental fears and disharmony are very infectious and unless eliminated will likely be carried over by the child into the school. Thus the teacher, if she would understand her pupil, must obligate herself to know the facts of the home situation. A personal visit to the home of each of her pupils should never be neglected.

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9. Repeated examinations are desirable if we are to forestall pitfalls of lay diagnosis of such pupil problems and the factors entering into them. Medical and psychological re-checks on progress are essential in shaping the course of treatment. Teachers and parents should learn to accept competent medical advice without quibbling or casting doubt into the matter of pupil reconstruction methods. Be frank and honest in your relationships with the child. Shun bribing, threatening, scolding and coaxing. Insist only on what is really essential for child welfare and social judgment. Do not misrepresent facts to the child, or cultivate a sense of mental dishonesty in yourself.

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10. Seize every opportunity to effectively integrate the positive contributions of home, school, church, and community, social and civic agencies in promoting the welfare of such children. Harmonious team work is essential if we are to live up to our opportunities in transforming personal handicaps into social assets.

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I have attempted to bring to the front a pluralistic approach to the understanding and treatment of the handicapped child. Widespread dissemination of the facts and recommendations of the White House Conference will do much to dispel ignorance and inertia. The educational and remedial work is still in its infancy. All should realize that the cost of properly caring for and training handicapped children

so that they may become self-respecting, self-supporting citizens is small compared with the upkeep of foster-home placement, institutional treatment, and the tremendous cost of salvaging or segregating the handicapped who have become or might become liabilities, such as chronic dependents, delinquents, the mentally ill, and anti-social in a variety of activities. To stem this unnecessary tide we need an enlightened public and more specially qualified teachers who have natural aptitude and interest in this field of service. Should we fall short of our expectations, I would remind you of the words Shakespeare put into the mouth of Mark Antony: "The fault, dear Brutus, lies not with the stars, but in ourselves that we are the underlings."

Leisure Presents a Challenge

By JAMES EDWARD ROGERS

Secretary, National Commission on the Enrichment of Adult Life

Education for play assumes greater importance with each decrease in the hours of toil.

TO train for the wise and wholesome use of leisure is one of the seven cardinal principles of modern education. This problem of training for wholesome play habits in youth for the wise use of leisure in adult life is becoming rapidly more insistent. The invention of numerous labor-saving machines and devices has made work so easy that the major muscles of the body threaten to fall into disuse. In our games and sports, youth develops those big muscles necessary to his growth and development. Our schools must teach people to use their spare time so as to develop big muscle activity. Modern industrialism, with its mechanical inventions changing our mode of life, has created the shorter working day with its speed and strain. We now have the forty-hour work week, and some of our industrial leaders are talking about the thirty-hour week with six hours of work for five days.

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The preservation of the human body through vigorous outdoor life is one of the major concerns of this generation. Marvelous, ingenious machines have lifted much labor from the back of the ditch digger, the farmer, and the factory hand alike. The office man, sitting at the desk all day using only his minor muscles, takes the subway or train to his home, has his supper, and drops into an easy chair for his evening paper. At 8 o'clock he goes to his garage and gets his car, merely to go two blocks away to a bridge party. To walk would be an effort. Unfortunately, the same uncanny inventions that have relieved man and woman of much physical strain and fatigue have brought decreased hours of work and increased income, a condition of human affairs never approached on a wide scale hitherto in the history of the world. Thus we have in America the new leisure. Is it a curse or a blessing? Leisure is an opportunity for self-expression. It is the thing that all men seek. Men want that free time in which they can do as they please. Hence men make or break themselves in their leisure. To some it becomes re-creation, to others it becomes recreation. Mischief in the child is the wrong kind of play. I believe that the American people with their marvelous adaptability will make leisure a blessing. This combination of leisure and prosperity has forced outdoor recreation to the front as a segment of life, comparable in importance to health, religion, and education. The municipality today is just as responsible for the recreation of its people as it is for their protection, health, and schooling.

Education today has two major tasks—to train how best to work and how best to live. Therefore, the public schools must provide indoor and outdoor facilities that will train our children in wholesome play habits for the wise use of their free time. Aristotle said that the end of education was the wise use of leisure.

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The wise use of leisure is also a big problem in health education. The insurance companies and the doctors recognize this fact. Dr. Cabot of the Boston Dispensary in his splendid book entitled "What Men Live By" said that men live by four things: (1) Work, (2) Worship, (3) Love, and (4) Play.

In many cases physical, mental and emotional ill health comes not from a germ, but from the lack, or from the wrong kind, of play. Clean, wholesome recreation is essential to physical well-being. Most of our neurosis arises from the wrong kind of recreation. A good many of the cures come not from the physician's pill box nor by way of the surgeon's knife, but through the prescription of more golf, a trip to the mountains, a rest at the sea-shore, and the outdoor life.

To train for leisure is one of the seven cardinal principles of general education. "Shall the schools educate for work, or educate for leisure?"

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William J. Cooper, former Commissioner of Education, says

more attention must be paid to the training for leisure. To the neglect of the off-time aspect of life in the schools he ascribes much of the young people's propensity to spend their leisure hours foolishly, even criminally. They have been taught how to work "on the boss's time," but not how to use their own hours.

As a controversy, the issue is much like that celebrated debate over the priority of the chicken or the egg. In this country, the school and the pulpit and every other educative agency have been hammering away for years on the need of efficient work. Invention and industry have cut down, or ought to have cut down, the hours actually needed for the work of the world. Vocational training in the schools has given each pupil a certain degree of working skill, with a very pronounced vision of the importance of practical work all through life.

But, of course, efficient work creates more leisure.

And what are people going to do with that increased leisure? If it isn't rightly used, the work itself goes to pot. The success or failure of an individual life is determined in the off-hours, as a rule.

If people waste leisure or use it destructively, reactionaries could argue that a fourteen-hour work day is better than six-hour work day because the time is better spent.

The trend toward shorter and shorter hours of toil can only justify itself, in fact, by bringing about longer and longer hours of activities that are more genuinely valuable and pleasurable than toil.

The people who seem to get the most out of their leisure hours are those who work about twice as hard at "leisure" as they do at "work." People who have hobbies. People who study or build or make music or organize or otherwise hunt out their own genuine talents, foster them and proceed to follow them up. Loafers are never happy. Hard leisure-time workers usually are.

"In many cases physical, mental and emotional ill health comes not from a germ, but from the wrong kind of play. Most of our neurosis arises from the wrong kind of recreation, and many of the cures come not from the physician's pill box nor by way of the surgeon's knife, but through the prescription of more golf, a trip to the mountains, a rest at the seashore, and the outdoor life.

"To train for leisure is one of the seven cardinal principles of general education. Shall the schools educate for work or educate for leisure?

* * * * *

"Recently a superintendent of schools stated that he would rather have a playground without a school than a school without a playground."

Perhaps the schools can start young people along the idea that the off-hours are their real opportunity quite as truly as their work-hours. A crusade against time-wasting would have large results.

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A Greek philosopher once wrote a note to the teacher requesting that the children be given a vacation so that they could learn something. He was not joking but was in earnest. He was indeed a wise old philosopher, for he understood the needs of growing youth.

Recently a superintendent of schools stated that he would rather have a playground without a school than a school without a playground. Here was truly a sensible educator, who must have read carefully the writings of those educational leaders who have made modern educational practice. Froebel, Pestalozzi, J. Stanley Hall, Herbert Spencer, E. L. Thorndike, W. Kilpatrick and John Dewey have all stressed the values of physical activity, play and recreation in education.

What a person does in his off-duty time ofttimes determines the character of work he does in his on-duty time. Big business has recognized this salient fact, and so has entered into the playground and recreation business. Many industries now maintain playgrounds and recreation centres within the plant and outside in the industrial community.

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A president of a state university, at his inauguration, declared that the problem before this country was not education for production, but education for leisure. Educators and statesmen have come to realize that with the new day and the new age, a new curriculum is necessary, and that the training in play habits and the conservation of free time are essential to the integrity and salvation of our national life. We do not do wrong nor go astray during our work or sleeping hours. It is during our free time that idleness finds mischief for empty hands and minds. Mischief is perverted play and quickly drifts to delinquency.

An individual largely makes or breaks himself in his recreation. A nation rises or falls according to how the leisure of its people is used. The conservation of leisure is one of the first responsibilities of government and of the first concern to the statesmen. We have had conservation movements for national resources and movements for the conservation of animal resources. Our national government, through the agricultural departments, spends more for the welfare of pig life than it does through the Children's Bureau of the Labor Department for the child life of America. It is about time we had a movement for the conservation of human resources. In such a movement, the need of providing for play, recreation, and outdoor leisure-time activities is apparent. Rapidly this situation will become a matter of national necessity.

A Reply to "*Current English Usage*"

By FRANCIS K. BALL

Boston

Widely quoted English Monograph is analyzed by this author, and found wanting in many particulars.

IN the eyes of the literary world we are an illiterate people, and take pride in treating English like a pair of old shoes. Recent testimony to our illiteracy may be found in "Current English Usage, English Monographs, Number 1", published for the National Council of Teachers of English as a memorial to the late Professor Leonard of the University of Wisconsin.

The preface (called "foreword", a crude modern vogue-word, which is roundly condemned by Fowler in his Modern English Usage) gives a foretaste of the volume, and apparently is intended to be "genuinely characteristic of the best American speech". This introductory matter is lacking in style, lacking in scholarship, lacking in knowledge of grammar and punctuation; and the faults are of such a kind as to furnish a suitable exercise for correction by pupils in the high school. Not to speak of its faulty grammar and its choice and arrangement of words, it has such expressions as "outmoded" (another recent vogue-word), "punctuation practice", "usage judges", "usage and punctuation requirements", "teacher opinion", "to fail students", "comma splice", "genuine sentence error", "to accurately describe", "my salad days", "persistent teacher elimination", and "illiterate mistakes". Possibly these expressions are intended to illustrate what the author means by "an apotheosis of better middle class [middle-class] speech".

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The preface begins with a misstatement of fact: "It is proverbial [?] that life changes more rapidly than schools, and no other part of life shows this acceleration so sharply as English usage and punctuation." The truth is that the changes in language are exceedingly slow. In the Encyclopædia Britannica Professor H. C. Wyld writes of English as follows: "The study of English as preserved in the documents of the past, decade by decade, from earliest records of every kind, down to the present day, leaves upon the mind a sense of wonderful continuity. The language is felt indeed to be always changing, but so gradually that the speech of one age passes by almost imperceptible degrees into that of the next. It is impossible to say at what point one period comes to an end and the next begins. And what is true of the external form of the language is true also of the spirit and genius, the atmosphere reflected in the style."

Two pages later the author of the preface declares that it is as useless to resist the flood of changes as it was for King Canute to try to check the tide. Here the truth is that the purity, culture, and beauty of language, like progress in science or in any other kind of endeavor, depend, not on the great body of the people, but on the devoted few. The French language, for example, was originally the unrefined Latin of the numerous different foreign tribes of Gaul as they picked it up from the mouths of the Roman soldiers and camp-followers. In the seventeenth century there was a reaction against the hodge-podge of earlier writers, and the intellectual and artistic minds of the kingdom (statesmen, poets, philosophers, scientists, critics, stylists, and grammarians) united to secure the triumph of good usage, which Vaugelas, a distinguished grammarian and man of letters, defined as "that way of speaking used by the healthiest portion of the Court, conformably with that way of writing used by the healthiest portion of living authors". Before the end of the eighteenth century the lowly speech of the French people had been transformed into what the Berlin Academy called the universal tongue, a language enriched in vocabulary and syntax, and possessing marvelous strength and flexibility.

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Elsewhere in the preface the author consigns dictionaries, grammars, and rhetorics to limbo, damns the teacher who required pupils to memorize fifteen rules for the use of the comma, tells such pupils to forget every rule they have learned and put a comma where they think it is needed to make the meaning clear, or where it will make quicker and easier reading of the sentence, and sums up the essentials in the following sentence: "To make your meaning clear—that is the secret of good punctuation, good usage, good speech, and good writing!" This sentence, it may be said in passing, is not only tautological, but abuses the exclamation mark and the dash, to give, as Beadnell says, emphasis and prominence to expressions which in themselves are very commonplace, and would, without this fictitious assistance, escape the observation of the reader, or be deemed by him hardly worthy of notice.

Let us now examine the book itself, to see what "this pioneer work" has achieved. That the reader may have some idea of

the contents, typical examples have been selected and put in the preface. "Have you, for instance," says the author of the preface, "been laboring to eradicate from the speech of your students the following expressions? The majority of judges voting on these items approve them as well established in good colloquial use." (The comment after each expression, added by the present writer, follows the best present authorities. The life of each expression is calculated from the Oxford Dictionary.)

"It is *me*." This is colloquial by its very nature, as Fowler says. It has been in use for more than 350 years, and hardly needs the support of the present jury. Such expressions, like pyjamas and slippers, are good enough in the right place.

"*Who* are you looking for?" This ungrammatical colloquial use of the interrogative pronoun is more than 500 years old. It has the same limitations as *me* in "It is me", and should not appear in print except in familiar dialogue.

"Invite *whoever* you wish." This kind of blunder in the use of relative pronouns, seen frequently in the newspapers, and heard too often among those who ought to know better, should be avoided. The objective form, *whomever*, is rather rare, and the ordinary expression is "Invite *whom* you wish."

"Indefinite *you* and *they* in such expressions as 'You cannot tell what people will think' and 'They had numerous strikes in England in 1860'." The indefinite pronoun *you* has never been colloquial. It has been good enough for Bacon, Swift, Ruskin, and others for a period of more than 350 years, and is probably good enough for us. The pronoun *we* has been used similarly for nearly 1000 years. The indefinite pronoun *they*, marked colloquial in the Oxford Dictionary, has been used for more than 500 years; it is particularly helpful in avoiding the passive voice.

"None *are* expected." The plural verb, which the present jury sanctions as good colloquial English (the term *colloquial* should not be applied to it), has been in use for more than 1000 years, and is, the Oxford Dictionary says, the common use today, the singular of *none* being expressed by *no one*. Those who use a singular verb with *none* are presumably influenced by the derivation (*none* = not one), but this is a case where a little knowledge is a dangerous thing.

"Everyone was here but *they* all went home early." This faulty way of saying "All were here, but they went home early" is indefensible; the shift in the point of view from the singular (*everyone*) to the plural (*they*) is a violation of unity, the fundamental principle underlying clearness, force, and smoothness. There is today no better test of a person's cultivation in English than his use of pronouns and possessive adjectives. Furthermore, the omission of the comma before the co-ordinating conjunction *but* in this sentence, a practice now coming into vogue, is in keeping with the pronunciamento of the preface. Well, the omission saves a comma, and the writer is relieved of the worry of thinking, even if the reader does stumble. No less annoying is the addition of a comma where it is out of place. Correct punctuation is not the hit-or-miss sort of thing that the author of the preface fancies it to be. On the contrary, it requires long and careful study. The French boy receives a thorough grounding in punctuation at an early age, first through close observation, and later through much practice.

"*Healthy* climate." The word *healthy* as used here is not colloquial, and never has been in its life of nearly 400 years. But since *healthful* has been used for more than 500 years with the meaning *health-giving*, which is now the regular meaning, and since *healthy* now more commonly means *having health*, should we not be thoughtful enough of our reader, in this and in similar cases, to avoid ambiguity as much as possible by using words in their usual present meanings?

"*Pretty* good." The adverb *pretty* has been in good use all its life (nearly 400 years).

"*Awfully* cold." When such words as *awful* and *awfully* become mere intensives, retaining nothing of their correct meanings, as in *awful* weather (properly meaning weather inspiring awe or terror), *awfully* poor, they should be classed as slang, as they are in most dictionaries. When such exaggerations occur in familiar or excited conversation, they are not worth noticing, but they should not appear in print except in familiar dialogue.

"I felt *badly* about it." This is correct English, and should not be classed as colloquial. But the use of adjectives and adverbs with *feel*, *look*, *taste*, and the like, is the source of many errors. *Good* means good of its kind, and *bad* means bad of its kind. A *good* egg is fit to eat, and a *bad* egg is not. I feel *ill* (or *well*; to say "I feel *good*" means that I feel like a saint; "I feel *bad*" means that I feel like a devil). "I feel *badly* about it" means that I feel concerned (sorry) about something. And so on.

"Walk or drive or go *slow*." A good many adverbs have the same form as the adjectives. *Slow* is not colloquial, and never has been. It is about 450 years old. It was good enough for Shakespeare, Milton, Byron, and Thackeray.

"Try *and* get well." This colloquial expression has been in use for 250 years. There is more justification for using it than appears on the surface, as may be seen when a pause is made after *try*: "Just try, and get well"; thus "*try and*" gives encouragement (as Fowler says),

but the expression should not be made a mannerism.

"*Had* rather." To approve this as well established in good colloquial use sounds like a joke. In its various forms (with *better, liefer, sooner, rather,* etc.) the idiom has been in use for about 1200 years. It has never been colloquial, and is to be found in the best of writers. It was good enough for Chaucer, Shakespeare, the King James Bible, Addison, and Goldsmith, and can probably stagger along for some time to come.

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"The style of an author", says Gibbon, "should be the image of his mind, but the choice and command of language is the fruit of exercise." The unhappy condition in which we find ourselves today with regard to English is largely of our own creation. Language is a difficult subject, and proficiency in it is to be attained, as in painting, sculpture, tennis, or anything else, by careful and persistent study and practice. Grammar is not a creation of pedants; it is not a creation at all; it is merely a collection of the rules of good usage, and hence it has the authority to declare what is right and what is wrong in the use of words. To say that a person speaks ungrammatically means simply that he speaks contrary to good usage. Why damn the science of language because the authors of grammars write faulty books? Rules are as indispensable in language as in tennis or baseball, and anybody who attempts to play either game without following the rules learns bad habits, which are a great handicap, and often incurable. The same thing is true of language, which can be learned only by persistent practice according to the rules of good usage. Good taste in dress is of great importance, that we may not be handicapped by our appearance. Good taste in language is of still greater importance, that we may not nullify our appearance by our speech. Ben Jonson, whose tomb in Westminster Abbey bears the beautiful inscription "O rare Ben Jonson", said, "Language most shows a man: speak, that I may see thee."

Education's Need of Research

By DANIEL P. EGINTON

Assistant Supervisor in Research and Surveys, Connecticut State Board of Education

No longer can the school administrator rely upon guesswork. He must resort to scientific inquiry.

RESEARCH may be defined as the search for the information, facts, or data that are needed to solve a problem. These facts should not be considered the solution; they are only the raw data that are needed in order to draw correct conclusions and outline a wise program of procedure. For example: The mother who discovers that her child is a thief has not solved the problem. She has only obtained part of the information which will be needed to determine what should be done about it. A thorough scientific diagnosis will be needed in order to discover the basic causes of this behavior and to obtain other pertinent facts. It may take years to carry out the remedial program which it is hoped will help the child to develop correct attitudes and control toward the property of others.

Likewise, the disciplinary pupil in school should be a subject for scientific study, to determine wherein the program of the school is not fitted to his needs, interests, and abilities and what adjustments may be made to insure him satisfactory educational opportunity. We are now beginning to realize that there may be misfit books, misfit teachers, and misfit courses, but by the nature of the public school there can be no such thing as misfit pupils. The school must adjust its methods, courses, buildings, books, and professional staff to meet the varying needs of the pupils whom the strong arm of the law forces to attend it. Modern schools no longer blame pupils and parents for school failures. They, like the doctor, must blame themselves in case of failure. They must study their methods more carefully to determine why they failed and how they can most efficiently discharge their functions as public institutions to help pupils live the "good life" in an emerging democratic society.

Although millions of students are today enrolled in our public schools, no one would say that the "last" word in teaching method, curriculum, materials of learning, buildings, teacher training, organization, supervision, and administration has yet been written. In fact, like everything else, these are undergoing radical changes due to our broader conceptions of the purposes of education, our new psychology of the processes of learning, new technics of teaching, such as sound pictures and radio, and the thousands of inventions in the field of industry and technology.

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Extensive researches and scientific experiments are being carried out on all levels of our educational step ladder—from the nursery school to such ancient and honorable institutions as the University of Chicago and the

Yale Graduate School of Education which are being completely reorganized. Every educator who is awake to the critical needs of developing responsible citizens who know how to think, possess character, are willing to co-operate for the mutual benefits of all, who possess power and capacity for leadership, who know how to use leisure time wisely, and who are cultured and refined, is critically questioning traditional methods which have failed to accomplish these goals in the past. More than that, he is probably outlining studies and conducting experiments which he hopes eventually will promote richer and fuller child-growth. Many of our large systems have organized at least one experimental school in which new methods and procedures are being tried out. Most of these systems also have a director of research who is responsible for outlining and carrying out studies which it is hoped will further all-round growth of boys and girls. Many individual teachers in smaller school systems are trying out new methods with varying results.

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The superintendent, as the logical head of the school system, however, must assume the responsibility for the formation and the execution of the program of research. He must possess a scientific attitude toward education and be proficient in the methods and technics or tools of scientific experimentation.

In spite of the almost blind faith which the American people have in the achievements of the public schools, they are more critical today than ever before of them. They are rightly asking many knotty questions which are not easily answered. Among other things, they want to know how such subjects as geometry, Latin, ancient history, and algebra are helping pupils to meet the problems of present-day living? What good their children are deriving from bits and dabs of cooking, woodworking, and mechanical drawing? How our magnificent gymnasiums are aiding pupils to develop sound bodies, and interest in suitable outdoor games or sports in which they will participate long after the referee's whistle has called time out? Why our recreational activities are often more sinful than manful? Why our graduates are often walking encyclopedias or dreamers, social morons with little ability to make friends and get along amicably with people, and with so little control of their emotions that they pout, get angry, love, hate, become afraid like a little child? Why we are still demanding thousands of over-age, overgrown, socially maladjusted, retarded pupils to pass grade standards which are sometimes so difficult for them that as his preparation for life a pupil may spend eight years reaching the third grade, and then quit school with only a memory of failures, fears, embarrassments, and hatreds? Why we continue to construct million-dollar schoolhouses in such manner that they will last five hundred years when we know that they will not be suited for educational purposes even fifty years hence? Why we stress co-operation and democracy in schools and yet organize and operate them on the basis of autocracy and the most vicious kinds of competitive devices, such as marks, prizes, grades, awards, which administrative ingenuity can devise? Why we still make "book learning" the core, backbone, and trunk of the curriculum when we know that education is a process of rich, deep, gripping, and meaningful experience? Why we still use mass instruction methods of teaching when we know that every pupil differs from every other in interests, abilities, temperaments, needs, and experience?

No superintendent and his professional staff can ignore the challenge of these and a hundred other equally weighty indictments. Traditional out-worn, static methods of education inevitably will give way to progressive methods as completely as the Model T Ford was replaced by the Model A, which already has been discontinued. The reason that the process is so slow in education is that it is practically impossible to prove anything mathematically in education and many communities are still waiting for objective proof before they demand the kind of educational leadership and modern teaching methods which many of us believe best insure the all-round growth of the pupil as the goal of education.

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There are numerous ways in which the local superintendent can and should use research methods in fields, such as in the location, construction, and maintenance of buildings, in the development of the curriculum, pupil and teacher personnel, business administration, and in educational method. Among other things, he himself can initiate and carry out studies, employ a full-time or part-time special research director, encourage principals or teachers to carry out studies, and appoint committees to make special reports on various problems, such as health education, leisure activities, and vocational training. All of the professional staff and pupils should develop the scientific attitude and skill in methods of research. They should demand the facts in order to draw their own conclusions. Dogmatic ex-cathedra statements by the staff and pupils should be avoided! Dissenting or minority opinions should not only be tolerated, they should be welcomed and expected. Orderly procedures or research should be carried out to discover more efficient procedures, new ideas, or new methods which will likely aid in clarifying thinking, and administering a sounder educational program.

An Enriched Program

for readers of the

JOURNAL OF EDUCATION

Dr. Myers Joins Our Staff Garry Cleveland Myers, Director of Parent Education in Western Reserve University, Cleveland, is widely known throughout the nation as a lecturer and writer on vital phases of education. Dr. Myers has frequently written for the Journal of Education — and his articles have invariably met with a cordial reception; for they have been sane, constructive and to the point. Our readers are to be congratulated upon the fact that Dr. Myers has now accepted our invitation to become a Contributing Editor. Always a specialist in *Problems of Personality* — a title under which a number of his articles were run in this magazine not long ago — he now has prepared another series of papers on "Things Human." As a school visitor and analyst, a traveler and a lecturer, Dr. Myers is in close touch with educational situations in many parts of the country, and his observations and interpretations will be reflected from time to time in these pages. His contributions to the Journal of Education will begin in an early issue.

News Magazine of the School World Without sacrificing any of the stimulating and inspirational qualities which have long characterized the Journal of Education, we shall henceforth undertake to increase our effectiveness as a disseminator of NEWS. Our twice-a-month frequency of appearance makes it natural that we regard this as a principal feature of our service. In order to emphasize this newsgathering function as an integral part of our program, we have enlarged and rearranged the news department as "News of the School World." Here will be found a breezy and comprehensive review of educational events. Keep pace with educational progress by reading the Journal of Education — News Magazine of the School World.

Looking at Education Abroad President J. Asbury Pitman, of the State Teachers College at Salem, Massachusetts, spent the greater part of the past school year touring Europe and inspecting educational systems in a dozen countries. Enjoying unusual courtesies because of his professional interest and high rank as an American educator, Dr. Pitman was able to see with trained eyes, to make comparisons, and to write interesting reports, which he lays before American educators through the Journal of Education. The Pitman articles will commence in October.

Mental Hygiene Of growing interest to the school profession is the subject of Mental Hygiene. Teachers and administrators need something of the technique and viewpoint of the psychologist and the psychiatrist. The Journal is therefore happy to have secured for its readers a number of articles by experts in this sphere of modern educational endeavor.

Short Story Contest The editors believe that fiction has its place in an educational magazine, both because it gives a certain zest and because stories dealing with school situations can convey some truths even more forcibly than the most serious essays on the same subject. Hence — the call for contributions of original stories, not exceeding 1,500 words in length, to be entered in a Prize Contest. Entries will be received up to December 15, 1933. Any one may compete. The prizes will be $25, $15, $10, and four of $5 each. Stories should be built around some school situation or deal with school characters. If there is a pedagogical lesson, impressed without moralizing, so much the better. Why not try your hand at creative writing! Address Short Story Contest.

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EDITORIALS

Just Hard Enough

TEACHERS and supervisors are continually faced with the question: "How easy shall we make learning for the learner?"

The temptation of a good teacher is to explain too much, leaving too little for the pupil to struggle with. And the poor teacher, meanwhile, from sheer laziness or inability to get the child's viewpoint, leaves everything to the pupil.

A happy medium, conducive to the best growth, would seem to be—to remove those obstructions which would discourage effort, and to leave enough others to make the adventure interesting.

Golf, for example, is not played in a jungle. Neither is it played on a level plain having no barriers to make the game inviting.

In the game of study, every obstacle overcome is a source of new strength. Under wise encouragement, the pupil will encounter difficulties with the will to win, and education will be raised from boredom to an exciting pastime.

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Chicago's Retrogression

ALWAYS a city of contrasts, Chicago at the present time proves that it can advertise Progress with an exposition while effecting Retrogression with its schools.

Mark well what is happening at Chicago, civically and contra-educationally. The battle which is raging there means as much to the nation as any military conflict in recent times.

Under cover of a false threat—namely, that the city's schools were facing a $10,000,000 deficit despite a reduction in school days which, schoolmen say, would have insured a safe balance of $800,000, the Board of Education met secretly, without counsel of Superintendent Bogan, and summarily voted to slash services right and left. All junior high schools are abolished. Kindergartens are cut fifty per cent. Teacher loads are increased, both in size and in number of classes. Supervisory and executive officers whose duty has been to adapt instruction to individual needs are dismissed. Manual training and domestic arts are swept out of the elementary grades. These are but samples of the thirty-odd curtailments, another of which removes teachers from lunchroom management and creates jobs at $150 a month for new appointees.

It is the municipal spoils system against the citizens and the children. It is the Chicago of today tearing down the Chicago of tomorrow.

Some of the citizens have been aroused. They have formed a Save-the-Schools Committee. Dean Charles H. Judd of the School of Education, University of Chicago, has valiantly championed the cause of Chicago youth. At a mass meeting in the Stadium on July 21, Dr. Judd denounced the machine and its efforts to wreck whatever has been accomplished in the city's schools during the past generation.

Watch Chicago! But watch your own community also. Similar things, less conspicuous but just as deadly, are taking place throughout the nation. Of honest economy the schools must bear their share. But from taking the rap for what political racketeers and grafters have been doing, educational leaders, parents, and good citizens generally must see that the schools are protected. Democracy must not fall victim to political debauchery. It will not, if citizens are aroused in time.

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One Neglected Study

A GIRL writes to a daily newspaper:—"I have finished my freshman year at college and am completely upset and disillusioned by the books I have been required to read, in English literature especially. If I still believe that life is worth living it is not due to any inspiration I have drawn from my instructors."

A great deal is made, these days, of teaching appreciation. Courses in appreciation of music and of art are gaining headway in the schools and colleges, despite the reactionary efforts of many so-called practical people.

But what about appreciation—of life? Maybe it would be difficult to teach this in a segregated course. Perhaps it does not belong there. Suppose it were to become the central aim and motive of a college! Suppose only those teachers were permitted to teach there who had arrived at a wholesome philosophy of life; persons who believed in something besides sordid self-interest as the mainspring of human conduct, upheld ideals of faith and love and loyalty—what then?

Would students be asked to wallow in books whose authors dwell only in the mire of low thoughts? Or would there be at least some attempt to counteract such material with what has been wrought and written by men with loftier souls and truer vision?

A college should teach reality—yes. But reality touched with a divine spark.

College should be a place to grow ideals, not to bury them.

PERSONALITIES

CAROLINE S. WOODRUFF, principal of Castleton Normal School, Vermont, since 1920, is the first woman to have a degree from Norwich University, which has conferred an honorary Ed. D. She is serving her third term as one of the vice-presidents of the National Education Association and is a candidate for the N. E. A. presidency in 1935.

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ARTHUR L. MARSH, executive secretary of the Washington Education Association and editor of the State Journal, received the degree of Doctor of Humane Letters from the College of Puget Sound in June, twenty-five years after his graduation from that college.

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WILLIAM SLADE, Jr., principal of the Moreland School, Shaker Heights, Ohio, will be acting superintendent at Glendale, Ohio, for the coming year, in the absence of Samuel Engle Burr for graduate study at Cincinnati and New York.

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EVERETT C. PRESTON transfers from principalship of the Roosevelt School in New Rochelle, N.Y., to Belmont, Mass., where he will serve as director of instruction, a newly created office ranking next to that of Superintendent Frank A. Scott.

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DR. ELMER ELLSWORTH BROWN retired July 1 as seventh Chancellor of New York University. He had devoted fifty-four of his seventy-two years to education. He becomes Chancellor-emeritus after twenty-two years as active head. Dr. Brown served the nation admirably as Commissioner of Education from 1906 to 1911, and his advent at New York University was followed by an era of abounding growth and fruitfulness.

DR. LINNAEUS N. HINES this month terminates his presidency of Indiana State Teachers College (Indianapolis), owing to ill health. His great achievement during his twelve years as president has been the improved rating accorded to the institution.

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DR. WILLIAM H. HOLMES, superintendent at Mt. Vernon, N.Y., and apostle of progress, is proposed for next year's presidency of the National Education Association. He is an ardent champion of the people's schools; has been active in N. E. A. affairs; a fighter for democracy in that association; prominent in administrative circles in his state. You'll hear more about Dr. Holmes as the year advances.

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DR. CHARLES McKENNY rounds off thirty-eight years as head of teacher-training institutions by becoming President-emeritus of Michigan State Normal College, Ypsilanti, where he has presided for a dozen years past. He has long been recognized as a leader in the education of teachers; was an organizer of the American Association of Teachers Colleges; is an author and editor of note; and has greatly advanced the college at Ypsilanti in material equipment, instructional quality, and national renown.

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JOHN M. MUNSON brings to the presidency of Michigan State Normal College at Ypsilanti the harvest of his ten years as president of Northern State Teachers College, Marquette, Michigan. He has been identified with public education in Michigan since 1905, when he was superintendent at Harbor Springs. Later he was deputy state superintendent, and in 1919 was made director of the training school, Central State Teachers College, proceeding from there to Northern in 1923.

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MRS. CORA WILSON STEWART, Director of National Illiteracy Crusade, Inc., retired from Washington for a considerable part of the summer to a nook in the Virginia mountains, where she worked on her forthcoming book dealing with illiteracy.

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ROSCOE DAVID CASE, superintendent at Salinas, California, keeps a cool head, or ought to. He has made a research study of refrigeration which has been accepted by the American Society of Refrigerating Engineers, and will be published in the magazine, "Refrigerating Engineering." The study covers the history of refrigeration from ancient times. Dr. Case performed this research two years ago at Leland Stanford University while obtaining his doctorate in education. He believes that educators should know something outside their immediate field, and accordingly minored in business administration at Stanford while doing the more usual work in education.

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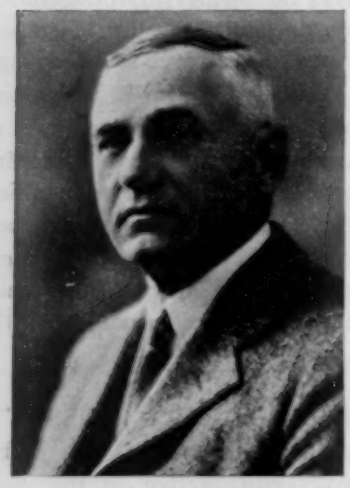
BURGIN E. DOSSETT, county superintendent at Jacksboro, Tenn., active in the East Tennessee Educational Association, has succeeded in unifying the school systems of Campbell County. He found three distinct systems; two cities of 4,000 population each, and a county operating as separate units. He persuaded the municipal units to yield their local prerogatives. The effects are seen in better administration and supervision for the county as a whole, reduction of overhead costs, and improvement of opportunities for rural boys and girls.

Defeatism Notably Absent From the Chicago Convention

EDUCATION was evaluated to the general satisfaction of ten thousand attending members of the school profession at Chicago in early July. The occasion was, as all our readers know, the seventy-first yearly gathering of the National Education Association. And the presiding officer and program maker was the genial, enthusiastic, dauntless Dr. Joseph Rosier.

Estimates of education by many speakers indicated that this key to a successful democracy is too precious to be sacrificed to those



JOSEPH ROSIER
It Was His Program.

who would weaken or destroy it.

Bankers, industrialists, insurance magnates and self-loving politicians were called to account for their attacks upon the schools, and were challenged to show that they had managed their own affairs with such statesmanly skill as to warrant their abuse of those who operate the systems of education.

There was talk of "peasant standards" both of living and of education, and of "educational starvation." But no disposition to accept such a situation meekly was anywhere manifest.

Men like Glenn Frank of the University of Wisconsin, John K. Norton of Columbia, Charles H. Judd and Robert M. Hutchins of Chicago, and President Rosier himself delivered upstanding addresses that were full of fire and fact.

Said Glenn Frank:—

"After the provision of relief for those in distress and out of work, and the protection of life and property, education is the most important single obligation resting upon government in this crisis. It is to education alone that we can look to produce a leadership for the future that might conceivably use this magnificent machine economy of ours to free the race from drudgery, poverty, and insecurity."

Said President Rosier:—

"Between 1929 and 1932 our life insurance companies increased the salaries of their presidents by $25,000. . . . (Meanwhile) the federal government was loaning insurance companies and railroads large sums of money through the Reconstruction Finance Corporation. At the same time thousands of school teachers, whose salaries in normal times had not been excessive, were going without pay entirely, and were unable to secure from Congress any legislation which would permit the R. F. C. to loan money for their relief."

Said Dr. Judd:—

"I am now convinced that states and local communities are no longer competent under present-day taxing systems to secure for young people the schooling that they should have. I am in favor of an insistent demand for relief of local school budgets from federal sources. Either the national treasury must help communities, or the federal taxing power must relinquish its hold on the national income."

But the wall of defence was

JESSIE GRAY
The New President

not the only object of attention at the Chicago convention. Educators were urged to take a greater part in forming the objectives of society. Teachers were advised to become better informed of the world in which they live. Schoolmen were told to drop their smugness.

President Hutchins declared:—

"The elementary schools are eight years for no better reason than that when Horace Mann went to Germany to find a school to imitate he imitated the wrong one."

President Paul C. Stetson, of the Department of Superintendence, pointed out:—

"If administrators in public education have failed at any one point more than at any other, it has been in interpreting the purposes and the ideals of public education to the people."

Progress under difficulties was reported from some quarters. Governor McNutt of Indiana, for example, boasted the action of that state in paying $600 toward the salary of each teacher.

Optimism was much more in evidence than at the February meeting of the Department of Superintendence in Minneapolis. Belief was expressed that conditions will soon be better for the

schools and that public opinion will surely return in full force to their support.

The assembly of delegates elected Miss Jessie Gray, classroom teacher of Philadelphia, to the presidency for the current year.

Emergency Committee Sees "New Deal" for Education

THAT the schools are soon to emerge from their emergency, is a pleasant prediction surely. But there's a warning linked with the prediction: the schools will emerge into a changed world, where difficult conditions will be faced.

The general feeling is that it is only a matter of time until educational advance will be resumed in the United States.

This was the message brought to the Chicago convention of the National Education Association by the Joint Commission on the Emergency in Education, which was appointed by the Association and its Department of Superintendence.

John K. Norton, chairman of the joint commission, reveals that today the complexion of the educational situation is changed. "Almost without exception," he reports, "the destructive legislative programs have been defeated, often by large majorities. More gratifying is the number of states which have enacted constructive school legislation. A brief survey of the situation in the various states showed scarcely a state in which a significant number of reactionary bills had actually become laws.

"This does not mean that education is out of the woods. Conditions in Alabama, Arkansas, Idaho, and in certain communities in many other states continue to be serious. The number of schools which have no prospect at present of opening in the fall runs into the thousands. Higher education in several states has suffered a blow from which it may not recover for a decade.

"The period of the depression has re-emphasized to all thoughtful people the importance of the public school. The very nature of our civilization makes imperative increased emphasis on education. The depression has served to clarify certain characteristics of our civilization which are of great import to education. We have come to realize that we are living in a society in which intelligent co-operation as opposed to ruthless individualism must be increasingly emphasized."

In pointing out the short-sighted view which certain vested interests have taken toward public schools and colleges during the depression, Mr. Norton declares that under the slogan of the "New Deal" constructive forces are being put into operation which will lift the nation from the economic morass in which it has been floundering for nearly four years.

"Between now and 1950 we are likely to witness a period of unparalleled educational expansion and improvement.

"One of the phases of the 'New Deal,' as it develops in the years that lie just ahead, should consist of a general overhauling of the purposes, scope, and procedures of public education, in the light of the new demands of the twentieth century. In fact, such a reappraisal and strengthening of the influence of education is essential if the 'New Deal' is to be something more than a mere 'flash-in-the-pan.'"

JUNIOR COLLEGES FORGING AHEAD

THE junior college has given splendid account of itself during four hard years. In fact, the harder the years, the more insistent has been the demand for this institution and the larger its registrations.

In the last few years, while four-year colleges and universities were losing, the junior college enrollment in the country as a whole has gone steadily ahead. In the last six years the number of students has more than doubled and the number of such colleges is now nearly 23 per cent. greater than in 1929. Professor W. C. Eells, editor of The Junior College Journal, is authority for the following statistics:—

Year	Number	Enrollment
1928	408	50,529
1929	405	54,438
1930	429	67,627
1931	436	74,088
1932	473	99,476
1933	497	106,016

Of the colleges which report enrollments for the last year, 333 had less than 200 students, 99 had between 200 and 500, and 38 had more than 500, with the largest showing an enrollment of more than 4,000.

The junior college, which got its name in Chicago, and which developed independently in regions as widely scattered as Iowa, California, and New England, is now to be found in every state in the Union except Nevada and Wyoming. There are 189 public junior colleges in thirty-one states, supported by municipalities, districts or states.

Fourteen states already have laws expressly authorizing local school districts to establish public junior colleges. Of these, five stretch along the southwest border: California, Arizona, Texas, Louisiana and Mississippi. The other nine form a solid block reaching north and northwest up

the Mississippi basin: Missouri, Kansas, Iowa, Nebraska, Michigan, Wisconsin, Minnesota, North Dakota, Montana.

In 1930 the Supreme Court of North Carolina held that the junior college was an integral part of the public school system of the state, and as such entitled to support by public taxation. This decision, rendered in a case concerned with an institution where tuition is free, is expected to become an important turning point in junior college history.

At present California still leads in the number of junior colleges, with 35 public and 19 private institutions. Texas has 20 public and 24 private junior colleges. Iowa has 27 and 10, Missouri 7 and 18.

Zook Takes Education Helm

ARMED with influence aplenty but with no "big stick," men step into the high federal office which watches over and assists education. July witnessed another of these changes.

Dr. George F. Zook, former president of the University of Akron, in Ohio, now heads the Federal Office of Education in Washington. As Commissioner of Education he succeeds William John Cooper, who held the office for more than four years.

For Dr. Zook, it is a return to the Office of Education, as from 1920 to 1925 he served in it as director of the division of higher education. Dr. F. J. Kelly now occupies this position. Previously Dr. Zook was a member of the committee on public information in 1918, and was associate director of education instruction of the Treasury Department's Savings Division.

Later he was a member of the National Advisory Committee on Education appointed by President Hoover to study "the policies and activities of the Federal Government with regard to the education of the American people."

Commissioner Zook is forty-eight years old, a graduate of the University of Kansas, and the holder of a doctor's degree from Cornell University. In 1911 he married Miss Susie Gant of Lincoln, Nebraska. His academic training was primarily in history, but later he turned to education as

GEORGE F. ZOOK

his major field of study. Prior to his administrative experience, he taught history at Cornell University and at Pennsylvania State College. Also he has served on various survey committees on higher educational institutions in Arkansas, Oklahoma, Kansas, Massachusetts, North Carolina, and other states. Recently he served on the California committee, 1931-32, the Iowa Financial Survey, division of education, 1933, and other surveys.

In a recent interview Commissioner Zook agreed in general with his predecessor as to the promotional nature of the office. "This is a large responsibility," he said, "which seems certain to increase in importance. Out of the program for economic recovery will come social implications including those relative to the organization, support and character of education, the significance of which we do not as yet appreciate.

"It now seems very clear that we should not think of our task as being completed with the education of our boys and girls, nor even of young men and young women. They have a long life to live after the present period of formal schooling in which, through the hard knocks of experience, they unlearn many of the fundamental truths with which they start out in life. The educational system should so conceive its task as to develop facilities of continuing the education of men and women throughout life. In other words, there seems no doubt that the present growth of the adult education movement may ultimately turn out to be one of the most significant departures in education."

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Asks More Attention to Student Health

BOOKS are sometimes put ahead of bodies. It is well, now and then, to check the question of physical fitness among students. For health and education should go hand in hand.

"Skepticism regarding the health of students," says the Journal of the American Medical Association, "has repeatedly been exhibited of late." "It formed the theme of an essay by Dr. Emerson, of Tufts College Medical School in Boston," the article continues, "who has made extensive observations on the youth of preparatory schools and colleges. He asserts that the physical unfitness of these groups was indicated by higher mortality risks, as shown by the medico-actuarial table, and by increased morbidity and lessened efficiency, as evidenced by failure to withstand the pressure of curricular and extra-curricular activities.

"Further evidence of physical

unfitness among underweight students was shown by the marked increase of physical defects, by the correlation of underweight and self-rating in health and by the greater number of faulty health habits. Furthermore, a checking up of twenty faulty health habits of 4,366 students at the time of their admission to college shows no improvement during the seven-year period 1924-1931. There is little difference between students from public high schools and those who prepared in private schools.

"In Emerson's judgment, the four leading faulty health habits, for each college class, with a single exception, were no rest periods, fast eating, irregular bedtime, and the habit of having no regular time for bowel movement. Emerson's study of the health of students in eight representative high schools and seven leading private schools shows conditions of physical unfitness closely approximating that found among students entering college.

"The American school and college boys need not become the victims of hygienic indifference. The chief obstacle to health work, Emerson claims, is the persistent idea that if a person is not sick he is well, which prevents the physician from entering the field of health in the same scientific spirit in which he meets the problems of disease. The technical part of physical fitness work, Emerson adds, is largely educational, but its supervision requires efficient training, which thus far has been given little place in medical teaching."

Maze in Front of College Doors

THIRTY-SIX varieties of loose joints between secondary schools and colleges have now been identified and counted.

The monograph by P. Roy Brammell on "Articulation of High School and College" is one of a score or more of special reports which are to appear as parts of the National Survey of Secondary Education, undertaken by the Federal Office of Education under the leadership of former Commissioner William John Cooper.

Information supplied by 517 colleges revealed to the investigator the fact that there are thirty-six different methods prescribed for admission to these higher institutions, ranging from a simple high school diploma to a combination of certificates, examinations, testimonials, and declarations by the candidate himself. As for the preparatory subjects required, these are well known to be numerous and mixed.

The monograph draws attention to the admission chaos which has resulted from the go-as-we-please attitude of college authorities. Not only do these authorities differ widely in their opinions of what constitutes suitable equipment for admission, but the great majority of them make no efforts to determine what are the most successful criteria, as shown by records of students while in college.

Failure of secondary schools to guide their pupils toward proper goals of occupation or higher education, were noted, as well as failure of colleges to orient their freshmen.

Thus is considerable light shed upon a sort of No Man's Land of education; a zone where fighting might well be replaced with fraternizing. In other words—high schools and colleges have need to lay aside their jealousies and work out clear, consistent modes of transition, not arbitrary but adequate.

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Voluntary Code For Boards of Education

THE value of NRA Codes is in their adoption for all groups of workers at the same time. But government employees do not come under the code provisions. What then?

A committee of the National Education Association has drawn up a tentative code for the public schools, and hopes that boards of education will adopt the code voluntarily when asked to do so.

School committees would agree, under this code, to set a maximum work week of 40 hours for "white collar" workers, and of 35 hours for mechanics; with no time limit for executives receiving $35 or more a week; to establish a minimum wage of at least $12 to $14 a week, according to size of community; and not to reduce the pay of any one.

So far the proposed code follows closely the President's blanket code. The following paragraphs of the public school code are of particular significance:—

¶ To restore former salary schedules if cuts have been made, with the exception that "if funds are not now available to restore this schedule, it is hereby reaffirmed in principle and the responsible school officer is requested to submit to the board (school committee) plans for returning to the earlier salary schedule at the first practical moment."

¶ To add to the staff employees necessary to the efficient operation of the schools;

¶ To encourage the use of educational facilities "by all youths and adults who can profit by such opportunities."

PUBLIC SUPPORT OF SCHOOLS IS URGED

Parent Teacher Congress to Take Up Subject

WASHINGTON. — Definite plans for mobilizing public support for closed schools will be considered by the leaders of the National Congress of Parents and Teachers at their semi-annual meeting here September 18-21.

Concern of parents and teachers over the plight of schools is intensified by the outlook that many public schools will open their doors much later than usual this fall, or fail to open at all.

According to present plans, parent-teacher associations throughout the country will make every effort to arouse citizens to the need of maintaining educational standards. Citizens' councils have been formed under parent-teacher auspices to study education needs and to promote the idea that education is the responsibility of all citizens, regardless of whether they are parents or teachers or not.

Financing of public schools to assure adequate educational opportunity to all children is viewed by Parent-Teacher Association workers as one of the most pressing problems confronting the nation today.

Regular Movie Shows Offered by University

MADISON, Wis.—The movie's victory in education is now apparently complete. Not merely educational films, but a full show, such as might be seen in many a fifty-cent palace—thriller, comedy and travelogue or other "short subject"—is now being offered for circulation by the University of Wisconsin extension division. The offer is made to small towns otherwise inadequately supplied, the announcement of plans indicates, as a recognition of the social and recreational value of "wholesome entertainment." The pictures are selected with an eye to education as well as entertainment qualities. Programs are to be furnished to local organizations for use in free public enterprises.

Federal Aid Sought To Educate Jobless

ST. PAUL, Minn.—A project is under way to improve the lot of 225,000 youthful Minnesotans, many of whom have hunted work in vain, by furthering their education. Governor Olson has appointed a committee of thirty-one state leaders to study methods of solving the problem of jobless youth. He suggested that some means be found to send them to school. Lotus D. Coffman, president of the University of Minnesota, has estimated $50,000 would cover the cost of sending the unemployed young people to public or private educational institutions during the coming winter. The governor said he would attempt to obtain Federal funds for this purpose.

Free Film Depicts Art of Making Books

PHILADELPHIA.—"Books—From Manuscript to Classroom" is the title of a film dramatizing the making of a textbook, which is available without cost to schools having a 16 mm. projector. The John C. Winston Company, Winston Building, here, are the distributors from whom complete information may be obtained.

Hamburg Schools Bar Married Women Teachers

HAMBURG.—In pursuance of the Nazi contention that male wage earners must be protected from female competition, 103 married women teachers have been dismissed from the Hamburg public schools. This does not entail any special economic hardship, the authorities claim, since their husbands' earnings are believed sufficient for their maintenance. Sixty-eight married women employed as part-time teachers also received notice of their discharge.

44 College Graduates Enter Oregon Prison

SALEM, Or. — Included in 987 prisoners received at the Oregon state penitentiary during the past two years were forty-four college graduates and but twenty-three who were wholly illiterate, report of the warden shows. Two hundred sixty-three prisoners had high school education, 613 common school.

Circles Globe to Visit Former Pupils

LIVERPOOL, Eng.—George W. Pigott, retired Liverpool schoolmaster, has a globe-trotting hobby. He tours the world in search of former pupils, who total 5,500, and has just started for South Africa. "I have traveled 50,000 miles in my quest," he said, "and renewed contact with my boys in the United States, Canada, the West Indies, Australia and New Zealand. I am having announcements put in South African newspapers asking old scholars there to let me know their whereabouts, and I will visit them. After South Africa will come Australia—and so until the end of my days."

JANITORS' PAY TOPS THAT OF TEACHERS

Professor Fraser Tells Evils of School Systems

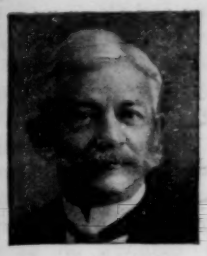
CAMBRIDGE, Mass. — Declaring that the welfare of the children, as well as the best interests of both teachers and taxpayers, demands that education put its house in order, and that waste and extravagance be eliminated, Cecil E. Fraser, formerly associate professor of finance at the Harvard Business School and advisor to several schools, told school superintendents of the state in a conference at Harvard University that the worst evils develop in the administration of the schools.

He cited the Cambridge school system as an example. He asserted that, in spite of repeated requests, neither the school superintendent nor the school committee has made public a plan for the sound reduction of school expenses. He pointed to addition of employes not engaged directly in teaching, of the addition of teachers to the staff in spite of decrease in the number of students enrolled, the addition of teachers whose record indicated their educational background to be anything but outstanding, the increase of salaries every year in spite of the depression.

"Janitors in our Cambridge schools," he said, "have been paid higher salaries than are paid teachers of experience with a college education. While some of these janitors are expected to hire young men as assistants, the fact remains that they are paid more for sweeping out the rooms than the teachers are paid for teaching in the rooms."

Six-Day School Week For North Carolina Pupils

CHARLOTTE, N. C.—Children in some sections of North Carolina may find themselves attending school six days a week next year. The rural schools were authorized to operate six days a week by the 1933 legislature, provided the approval of the local authorities and the State School Commission was obtained. This year the legislature raised the state-supported uniform school term from six to eight months. However, it was felt by some that an eight-month term would be a hardship in some of the rural districts where it is necessary for some of the children to work in the fields during parts of the year. So it was provided that some of these schools might crowd the eight-month term into six by holding sessions on Saturdays, or else by increasing the hours of the school day.



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CHILDREN FOUND TO GLORIFY WAR

34% Thought Kellogg Pact Was Cereal Factory

NEW YORK.—School children display an "amazing desire" to glorify everything connected with war, according to the results of a survey by Professors Adelaide Case and Paul M. Limbert, of Teachers College, Columbia University. The report also says the same pupils show an utter lack of knowledge concerning the agencies for world peace.

The purpose of the study, Professor Case explained, was to discover what children and younger adolescents know and how they feel about war, patriotism, and agencies for peace. More than 370 students, ranging in age from ten to fifteen, were subjected to a test which called for seventy-three statements on war and peace. The study is the beginning of a more extensive inquiry that will embrace thousands of children in private and public schools of the nation.

More than thirty-four per cent. of the students who took the tests thought the Kellogg Peace Pact was "a company that makes breakfast food," Professor Case said. She also found that sixty per cent. of the students thought that "the United States is now a member of the League of Nations."

The survey further revealed that fifty-eight per cent. of the children thought that most foreigners are less intelligent than Americans.

Twenty Superintendents Serve More than 32 Years

WASHINGTON. — Twenty city school superintendents in the United States have held their position for thirty-two years or more, according to figures of the Federal Office of Education. With regard to continuous service in the same place, the dean of superintendents is Lawton B. Evans, of Augusta, Ga., while Louis J. Rundlett, of Concord, N. H., is next in line. Evans has administered Augusta schools since November 11, 1882, and Rundlett has guided the destinies of Concord public education since August 1, 1885.

Vote to Reorganize Evening High School

LAWRENCE, Mass. — At a special meeting in the Lawrence High School the School Committee voted unanimously to adopt the plan of Francis T. Murphy, school committeeman, to reorganize the Lawrence Evening High School, termed "a dullard's paradise where everybody passes." Under the proposed plan Mayor William P. White would appoint a committee of twelve local educators to work without pay and reorganize the faculty and scholastic requirements. The committee would include Bernard Sheridan, superintendent of schools, and Lawrence J. O'Leary, headmaster of the Lawrence day high school, and would begin work early in September.

ESPERANTO USED IN THIRTY-FIVE NATIONS

French Strongest Backers; Progress Slow in U. S.

COLOGNE, Germany. — Delegates from thirty-five countries assembled recently here, where they ceased speaking their respective French, German, English, Italian, Amharic, Spanish, Swedish and Iranian dialects during the twenty-fifth annual session of the Universal Esperanto Congress. Esperanto, the international auxiliary language, which was invented forty-five years ago by the late Dr. Ludwig L. Zamenhof, of Poland, has made great strides in the last decade, according to Lewis H. Maury, president of the New York Esperanto Society. There are almost 5,000,000 speakers and readers of it. It is being taught in Paris commercial schools. Red Cross nurses use it, and an attempt is now being made to convince commercial and trade associations of its value as a friendly tongue of world barter.

Strange as it may seem, the French have always been the most ardent supporters of Esperanto. In Europe, because of the greater flexibility of language and of the more numerous linguistic frontiers, Esperanto has gained a greater foothold than in America.

EVERY TEACHER NEEDS IT

Copyright Booklet "How To Apply For a School and Secure Promotion," including letters of application, points to keep in mind when making application, 15 points on which the success or failure of a teacher depends and a partial summary of 2,000 questionnaires sent to school executives in 26 states. Price, 50 cents (Stamps accepted). Statement from a Superintendent: "Your pamphlet includes some of the best advice, clearly written and to the point, that I have ever read."

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BOOK TABLE

Our Own Continent

RABENORT'S NEW GEOGRAPHY — NORTH AMERICA AND THE UNITED STATES. Grade 5-A. By William Rabenort, district superintendent of schools, City of New York. Cloth, 184 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

The human aspects of geography have here been placed in the foreground of a textbook which can be held in one hand more easily than most books, and can be read and examined with pleasure.

The volume is designed for Grade 5-A, and confines itself to the one continent of North America, with special attention to the eastern seaboard of the United States. Illustrations are apt and abundant. Maps are clear and adequate. Material is well chosen for its cultural value, and is presented in interesting fashion. Numerous questions and suggestions are included which should be helpful to the teacher in making geography a lively study. Projects for individuals and groups are offered.

A course of study with this text as its basis would be broadly informative and sure to awaken desirable curiosities in the mind of the learner.

Economics for High Schools

ELEMENTS OF ECONOMICS. Revised Edition, by Charles Ralph Fay, Erasmus Hall High School, Brooklyn, New York. Cloth, 629 pages. New York: The Macmillan Company.

Young people in high school are not too young to understand the operations of economic law, if these are explained in plain language with clear examples of what is meant. Mr. Fay writes as a teacher whose mind meets that of the learner. The book takes the point of view generally regarded by economists as orthodox. Radical theories are discussed in a concluding chapter, their resemblances and differences noted, and each dismissed with stated reasons.

A chapter on thrift gives more than customary attention to the practical and personal side of economics—the handling of one's own finances through wise spending, wise saving and wise investment.

The volume contains two hundred illustrative charts, forms and tables, so chosen as to enlighten rather than confuse or mystify the student.

A feature which has been added in the revision is a set of true-false tests following the chapters.

If more of our citizens were exposed to such a book, political demagogues who boast their economic knowledge would be shorn of their power.

History Through Heroes

"BUILDERS OF OUR NATION." By Olive E. Smallidge, supervisor of elementary grades, Flint, Michigan, and Frederic L. Paxson, Margaret Byrne professor of History, University of California. Cloth. 632 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

"Building Our Nation" takes up the tale where "Finding America," by the same authors, left it. Both these volumes are built around personalities whose adventures lend attractiveness and color to events.

To say that "Builders of Our Nation" is teachable is to understate its merits, since almost any text is teachable in the hands of a qualified teacher. This book is decidedly "learnable." It is written with evident understanding of the approach to the intermediate child's interest. In style and illustration the work should prove alluring. Yet another purpose has been carried through consistently, that of leading the pupil into habits of study. Suggestions for analysis, for activities, and for thinking are unusually stimulating.

Although much of the narrative is woven about individual heroes, this plan is not so slavishly followed as to make the history a mere collection of personal exploits. Cause and effect are constantly seen at work, as the scroll of our nation's past unrolls. The finger of time in its movement touches not only history, but the writing of history, which today must be adapted to the child reared in an enlivened world. Possibly nothing less than a circus parade passing the school windows could divert the average youngster from perusal of this text, once he became engrossed in its dashing pages.

English for the Office

MODERN BUSINESS ENGLISH. By Roy Davis, professor of English, Boston University College of Business Administration; Clarence H. Lingham, William H. Stone, Ohio State University. Cloth. 476 pages. Boston: Ginn and Company.

Between two covers the authors have written a book that tries to foreshadow in the classroom the language problems of the business world. Business English is not a mysterious language, but a clear, accurate, concise and correct use of our native tongue. This principle is made plain throughout the ten chapters on as many different kinds of letter-writing and in the chapters devoted to writing advertising copy, reports and summaries. The four appendices present invaluable material on grammar, postal regulations, proof-reading, and books of reference. Heads of business houses can find no fault with employees who come to them as thoroughly trained in modern business English as the students of this book should become.

Guide to Geography

DIRECTED GEOGRAPHY STUDY. Book one and two, by Robert M. Brown, R. I. College of Education, and Mary Tucker Thorp, Henry Barnard School, R. I. College of Education. Paper. Yonkers-on-Hudson, New York: World Book Company.

"Directed Geography Study" is in two parts, Western and Eastern Hemispheres respectively, each part intended to occupy a year. The text may be used as a workbook in connection with some basal text in geography, but the preferred method consists in applying "Directed Geography Study" as a main outline or guide, with constant study of geographies and other reference materials.

The course is divided into convenient units of eight to ten days' duration. Provision is made for both group and individual assignments. The books are variously adapted to job, contract and other activity plans.

This carefully prepared set of outlines should fit successfully into a teaching program which enlists pupils as doers and not hearers or readers only. Much familiarity with sources and ways of finding information will be acquired by the pupils.

A Study of Thinking

INTELLIGENCE: ITS MANIFESTATIONS AND MEASUREMENTS. By Paul L. Boynton, Ph. D., George Peabody College for Teachers. Cloth. 466 pages. New York: D. Appleton and Company.

Organization of the significant facts derived from research in intelligence measurement is here attained for the use of the student. The author says

in his preface that certain chapters on abnormalities, genius, and statistics are not conventional, but critical and questioning. His purpose is not only to arrange a text for the student of measurement, but to make that student aware of some of the limitations and possibilities with which he will be faced. The book was taught in manuscript form for eight years, and changed and revised as a result of that trial. The first section of the book discusses the nature of intelligence. The second section deals with subnormal and supernormal manifestations of intelligence. In the third section the history of testing is reviewed, and the standard methods outlined, while the application of the tests and their results is covered in Section 4. The book is eminently suited to introductory courses in teacher-training institutions, where the subject is an important one.

Music for One Room School

MUSIC IN RURAL EDUCATION. By Osbourne McConathy, formerly director of Department of Public School Music, Northwestern University; W. Otto Miessner, formerly director of School Music, State Teachers College, Milwaukee, Wisconsin; Edward Bailey Birge, professor of Public School Music, Indiana University; Mabel E. Bray, Director of Music, New Jersey State Teachers College, Trenton. Cloth, 290 pages. New York, Newark, Boston, Chicago and San Francisco: Silver, Burdett and Company.

The authors believe that musical instruction is a right of the rural child, and that this right can be granted even in the one-room and the two-room school. This book has been written to convince any teacher that she can teach the children music, although her own musical knowledge may be very limited; and a parallel purpose of the book is to show her how to do it.

Meant to accompany "The Music Hour, One Book Course," by the same publishers, this treatise is a unique contribution—something which the rural schoolteacher has in many cases wanted but could not get. The volume will commend itself also to teacher-training institutions that are interested in the enrichment of rural education.

Designed to prove that much can be accomplished with limited equipment, this work is both informative and stimulating. With the aid of this volume, many a teacher may discover in herself hitherto hidden resources of leadership. Encouragement and technique are supplied in excellent combination.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

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Pohlmeyer, Inc., Passaic, N. J.

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Jobbers

Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

The Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc.
70 Fifth Avenue, New York

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
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